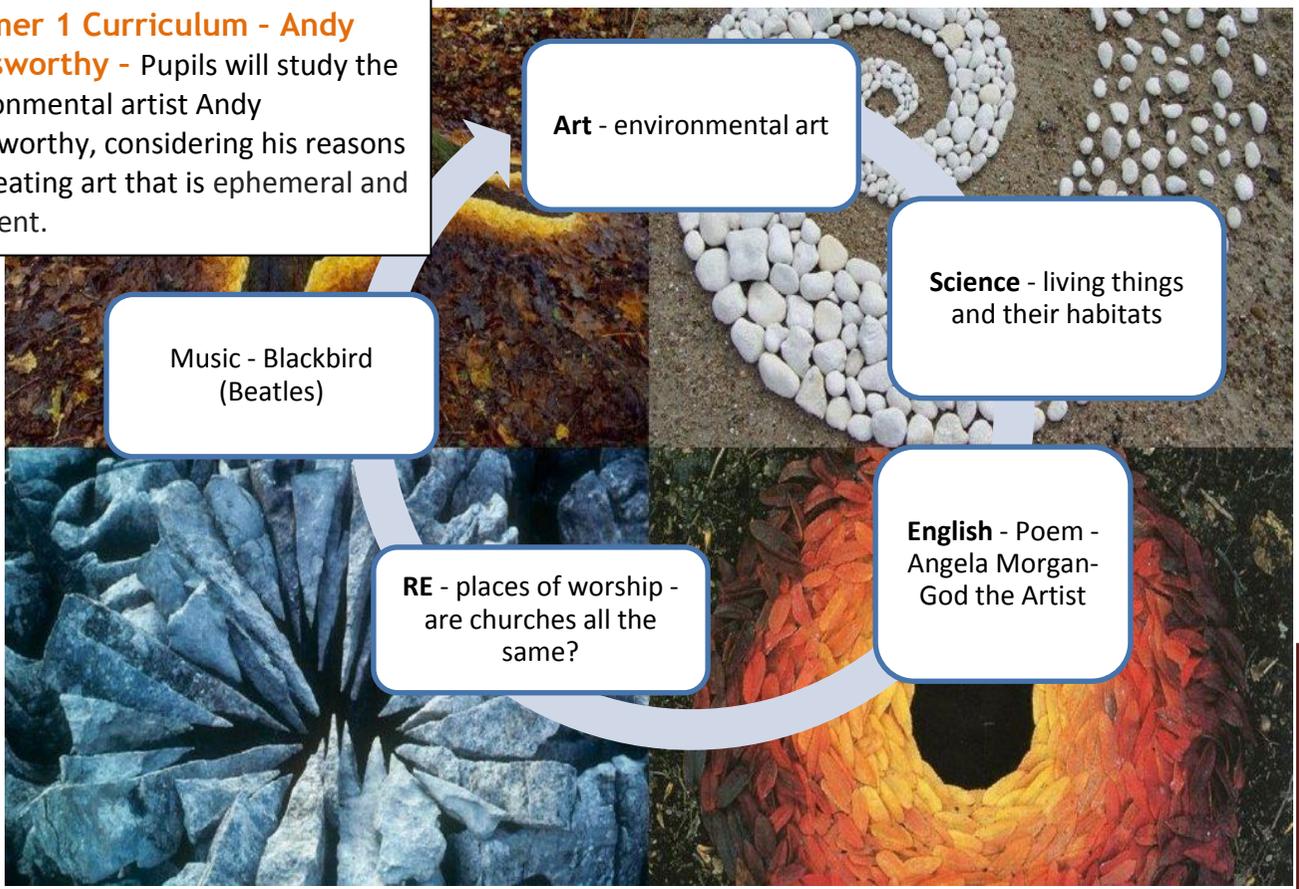


Summer 1 Curriculum - Andy Goldsworthy - Pupils will study the environmental artist Andy Goldsworthy, considering his reasons for creating art that is ephemeral and transient.



Art - environmental art

Science - living things and their habitats

Music - Blackbird (Beatles)

RE - places of worship - are churches all the same?

English - Poem - Angela Morgan - God the Artist

Key Learning:-
 Recognise that environments can change and that this can sometimes pose dangers to living things.
 Explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, the negative effects of population and development, litter or deforestation.
 Art – Explore line, shape, colour and texture in natural forms & make observations as the basis for sketching skills. Use sketches to explore and plan a piece of environmental art.

As poets, we will explore the poem ‘God the Artist’ by Angela Morgan. We will reflect on the marvels of God, and consider how He came up with all the ideas and intricacies we see in nature.
In RE we will explore forest/ outdoor churches as a place of worship. How does it feel to worship outdoors? How does this compare to indoor worship?

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality Soar in Faith	Nurture Soar in Talents	Wisdom	Serve others courageously
Reflect on the 4Rs demonstrated by all of God’s creatures	Children will present their learning	Be excited by the prospect of new learning. Be curious	Whose job is it to look after the	Flourish and excel in historic investigation and creativity	Children will be introduced to the transient nature of our	Respond to the knowledge and experiences of others.

(adapting to habitats, transience of nature). Environmentalists' role.	individually and in groups to their peers. Learn and recite the poem 'God the Artist'	about ways in which we can care for the environment.	environment/ our world? What if we didn't care for God's creation.	Use God-given talents and understanding to benefit others (see subject policies for further detail)	world, and come to understand that some of the environmental damage can be reversed/ improved.	Ask and answer questions to further understanding of environmental issues and the ways in which we can help.
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term Letters to parents previous term	Why is it important to understand environmental issues and how they affect humans and other animals.	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, PSHE.	Children will present their learning in different ways to peers. Question and answer session	Class environmental art project based on the work of Andy Goldsworthy.
Links to British Values Children learn about British Values through study of mutual respect and responsibility (rule of law) – connection to responsibility for caring for the environment.			Other Curriculum Areas Music, RE, English		
Parent and Wider Community Involvement Homework, class art project shared with parents (Dojo photographs/ exhibition).			Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and examples		

